

DOCUMENT RESUME

ED 031 207

JC 690 235

By-Lunneborg, Clifford E.; And Others

Prediction of Multiple Aspects to the Community College Experience.

Washington Univ., Seattle. Bureau of Testing.

Spons Agency-College Entrance Examination Board, New York, N.Y.

Report No-UW-BT-0366-592

Pub Date Mar 69

Note-51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors-*Grade Prediction, *Junior Colleges, Measurement, Prediction, *Predictive Ability (Testing), Testing

Identifiers-Washington

This research attempted to extend educational prediction for community college students by including nontraditional (nonintellective) predictors and criteria. Predictors included the Washington Pre-College (WPC) Battery, the Comparative Guidance Placement (CGP) Battery, and high school grade point averages (GPA). Criteria included students' first-year-college GPA and a community college survey relating to students' educational plans and experiences. The students came from a group of 687 who entered three Washington State community colleges in fall 1967 after completing the CGP and WPC batteries; 447 were females and the mean age was 18. First-year-college GPA's were collected for 631 students, and 354 students completed the survey. Interest measures from the CGP battery were combined with high school GPA's and aptitude scores (WPC) to predict first-year-college GPA's and responses to the survey. Findings included: traditional aptitude and achievement measures predicted academic performance as accurately for 2-year as for 4-year college students; performance in vocational and academic courses could be predicted by the same measures; nonintellective criteria appeared to be unrelated to intellectual criteria and predictors; and nonintellective criteria could be predicted where there was an obvious link between the criteria and the predictors. The unpredictability of college experiences was attributed to the lack of appropriate predictors rather than unreliability of the items. (MB)

N-X

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

Bureau of Testing

University of Washington

March 1969

Prediction of Multiple Aspects to the Community College Experience¹

Clifford E. Lunneborg, Patricia W. Lunneborg,

and Renny Greenmun

Nonintellective and intellective predictors and criteria, including the new CEEB Comparative Guidance and Placement (CGP) battery, were studied among 687 community college students. While college grades were highly predictable from high school grades and intellective tests, nonintellective criteria were independent of this intellective criterion and many were unpredictable. Where such educational and vocational plans and experiences were predictable, it was primarily due to the 12 nonintellective, CGP interest measures ranging from Physical Science to Home Economics.

The aim of this study was to extend educational prediction for community college students by encompassing nontraditional predictors and nontraditional criteria. Traditionally predictors have been limited to aptitude/achievement measures, high school grades and test scores, and criteria to grades assigned in college. Recent research has demonstrated, however, not only that there are college criteria independent of grades, but that such criteria are predictable especially from variables themselves nonintellective. As pointed out in Richards et al. (1967), though, these efforts have concentrated either upon students of superior scholastic aptitude or on a broad range of talent. Perhaps that student group which stands to gain the most from this nontraditional approach is the growing number entering community colleges where educational

¹Support for this research was provided by grants from the College Entrance Examination Board and from the Washington Pre-College Testing Program.
Bureau of Testing Project: 0366-592.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

goals are more comprehensive and diverse, and where necessarily a lower than average range of student potential is represented.

This investigation was facilitated by a shared interest of the Washington Pre-College (WPC) Testing Program and the College Entrance Examination Board (CEEB) in the latter's new Comparative Guidance and Placement (CGP) battery. This experimental battery included a variety of interest measures, important to extending nonintellective predictor variance.

Method

Subjects. The community college students studied came from a group of 687 who entered three Washington State community colleges fall 1967 after completing both the CGP Core Battery and the WPC Battery. (The colleges were Centralia, Clark, and Lower Columbia.) In the middle of spring quarter 1968 this sample was requested to complete a community college survey (Lunneborg, 1968). The 354 students who returned the mail survey constituted the sample for studying prediction of nonintellective college criteria. In addition, first year all-college GPA's were obtained from the colleges for 631 of the original sample which had a mean age of 18 and contained 44 percent females.

Predictors. The WPC Battery consisted of twelve measures: Vocabulary, English Usage, Spelling, Reading Speed, Reading Comprehension, Data Sufficiency, Quantitative Judgment, Functional Relationships, Applied Mathematics, Mathematics Achievement, Spatial Ability, and Mechanical Reasoning. Administration time for these tests is $5\frac{1}{2}$ hours. In addition, high school (HS) grade point averages (GPA's) in English, Foreign Language, Mathematics, Natural Science, Social Science, and Electives were available as these are computed regularly by the WPC Program from high school grade transcripts.

The CGP Core Battery consisted of eight intellectual measures--Reading, Vocabulary, Sentences, Spelling, Mathematics, Spatial Reasoning, Mechanical Ability, and Perceptual Efficiency--and twelve interest (I) indices--Biology, English, Fine Arts, Mathematics, Social Science, Secretarial, Physical Science, Foreign Language, Music, Engineering Technology, Home Economics, and Business. The biographical items in the core battery have not been studied. Two additional scores, CGP Verbal Ability and CGP English, synthesized from other CGP subtests, were also not included in this analysis.

Criteria. The sole intellectual criterion was first-year cumulative GPA. The Community College Survey provided the nonintellectual criteria based on seventy items concentrating primarily on educational and vocational plans and community college experiences. A copy of the survey appears as Appendix A. Since responses to many survey items were of a categorical form, e.g., college major (8 nominal choices), it was sometimes necessary to generate separate criterion variables for response categories and sometimes necessary to combine response categories. A total of 146 criterion variables was thus defined for correlation with the various predictors.

Procedure. The criteria of first year cumulative GPA and the survey variables were correlated with the twelve WPC tests, six high school GPA's, and twenty CGP test scores. For each of the 146 criterion variables, three sequential predictor selection analyses (Horst and Smith, 1950) were conducted. The three sets of predictors consisted of (1) the six HS GPA's and twelve WPC test scores, (2) the six HS GPA's and 20 CGP test scores, and (3) the HS GPA's, WPC test scores, and CGP test scores. In each analysis predictors were selected until the shrunken multiple correlation dropped, indicating no additional reliable variance to be attained by selection of more predictors.

Results

For the initial sample of 687 students Table 1 presents intercorrelations of HS GPA's and WPC test scores, and Table 2 the intercorrelations of HS GPA's and CGP test scores. Table 3 contains the means, standard deviations, and intercorrelations between CGP and WPC subtests. One anomalous feature of CGP results is the unusually large standard deviations for these tests compared to national norms for public comprehensive community colleges (CEEb, 1968). Since the subjects showed no unusual tendencies on any WPC test compared to established norms, and inasmuch as the sex ratio for the national sample and the present one was the same, the large standard deviation differences on the CGP tests are difficult to explain. They may be related to known differences typifying Far West junior colleges such as being less academic, larger, and newer (Richards, Rand, & Rand, 1965).

In order to conserve space, Table 4 gives only the validity coefficients for those criteria for which the square of the shrunken multiple correlation (R_c^2) attained a value of .10 or greater for the sequential predictor selection run with both test batteries combined. R_c^2 represents the proportion of variance in the criterion for which the selected variables might be expected to account in a new sample, and contrasts with R which would equal approximately .35 when $R_c^2 = .10$. Table 5 identifies the 47 criteria numbered in Table 4 and summarizes the results of the predictor selection analyses for these selected criteria. Wherever predictor selections are reported in Table 5 the associated multiple correlation was always significant at the .05 level. The order of predictor selection is not reported. Variables with a larger percent variance predicted tended to be earlier selected.

Table 1
Intercorrelations of WPC Scores and High School GPA's
(Decimal points omitted)

2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
63	62	15	32	48	22	69	42	46	41	47	55	50	44	46	48	28	1. English Usage (EU)
	43	-09	13	37	24	54	29	29	28	30	49	45	33	34	39	22	2. Spelling (SP)
		22	28	41	40	75	41	41	34	43	36	29	27	39	38	15	3. Reading Comprehension (RC)
			46	34	04	22	37	45	26	48	-04	-03	14	13	01	05	4. Mechanical Reasoning (MR)
					45	01	27	48	34	55	19	18	33	26	17	22	5. Spatial Ability (SA)
					23	42	60	70	52	72	38	38	51	42	39	24	6. Applied Mathematics (AM)
						35	15	15	21	13	11	13	07	12	12	03	7. Reading Speed (RS)
							40	41	34	43	41	33	30	41	43	16	8. Vocabulary (VO)
								61	45	61	27	27	37	30	27	14	9. Data Sufficiency (DS)
									51	75	33	30	50	41	34	19	10. Quantitative Judgment (QJ)
										55	29	29	37	34	28	18	11. Functional Relationships (FR)
											35	36	56	44	38	24	12. Math Achievement (MA)
												70	68	75	83	61	13. English GPA
													57	59	62	47	14. Foreign Language GPA
														68	64	52	15. Mathematics GPA
															73	55	16. Natural Science GPA
																58	17. Social Science GPA
																	18. Electives GPA

Table 2

Intercorrelations of High School GPA's and CGP Core Battery Scores
(Decimal points omitted)

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
70	68	75	82	61	32	30	43	39	25	-01	-07	23	14	17	11	03	12	08	02	28	11	-19	22	-03	1.	Engl. GPA
	57	59	62	47	25	23	37	35	26	01	-09	25	10	09	08	09	04	05	00	27	11	-17	16	-07	2.	For. L. GPA
		68	64	52	27	22	33	28	40	17	04	22	12	01	03	34	03	03	16	18	05	00	08	02	3.	Math. GPA
			73	55	36	31	38	29	35	15	02	19	22	11	06	17	12	-03	19	20	10	-06	11	-05	4.	N. Sci. GPA
				58	35	34	38	34	29	07	00	22	18	15	07	06	22	-03	11	24	07	-12	14	-01	5.	Soc. S. GPA
					18	12	22	21	19	07	02	17	10	-04	05	08	-03	07	02	08	14	-04	11	-03	6.	Elect. GPA
						77	74	60	51	47	32	40	06	22	14	10	19	-12	15	23	14	04	01	-05	7.	Reading
							71	64	48	41	30	36	04	25	16	04	23	-16	13	25	17	01	-02	-10	8.	Vocabulary
								72	49	35	22	43	02	20	16	04	10	00	02	28	16	-10	14	-06	9.	Sentences
									44	26	17	44	00	10	13	04	10	07	-01	25	09	-07	11	00	10.	Spelling
										48	32	31	08	04	01	39	07	-13	26	06	03	18	-12	01	11.	Mathematics
											53	33	02	-04	03	32	01	-19	29	-05	00	31	-24	-01	12.	Spat. Reas.
												58	05	-13	-08	26	01	-21	20	-15	-07	29	-30	-04	13.	Mech. Abil.
													03	06	06	11	04	02	-03	12	08	-07	08	-03	14.	Per. Eff.
														08	07	26	24	-01	57	17	12	26	12	11	15.	Biol. I
															38	-07	52	02	09	48	46	-07	29	13	16.	Engl. I
																01	12	17	08	37	47	22	38	08	17.	F. Arts I
																	11	05	50	06	03	43	-07	28	18.	Math. I
																		04	30	37	21	06	11	35	19.	Soc. S. I
																			-16	19	15	-07	53	56	20.	Secre. I
																				14	15	60	-13	24	21.	P. Sci. I
																					43	-03	39	19	22.	For. L I
																						11	41	15	23.	Music I
																							-12	29	24.	Engin. I
																								30	25.	H. Ec. I
																									26.	Bus. I

Table 3

Means, Standard Deviations and Intercorrelations of CGP and WPC Scores
(Decimal points omitted)

CGP tests	WPC tests												CGP MEANS	CGP SD'S
	EU	SP	RC	MR	SA	AM	RS	VO	DS	QJ	FR	MA		
Reading	51	30	51	21	29	34	08	50	35	36	27	36	52.68	11.63
Vocabulary	50	38	56	13	19	29	22	69	27	27	23	31	52.70	12.13
Sentences	63	44	42	04	24	31	11	52	27	31	21	31	53.54	11.56
Spelling	49	56	36	-03	15	29	16	44	19	20	19	22	51.06	11.87
Mathematics	35	21	33	29	39	51	13	33	39	54	39	59	50.38	15.40
Spat. Reas.	12	-04	17	46	39	28	08	20	30	33	23	37	51.88	14.52
Mech. Abil.	-01	-10	04	37	18	11	04	08	11	18	11	21	48.75	15.94
Per. Eff.	27	25	14	01	20	21	08	20	14	17	18	21	48.72	16.45
Biol. I	08	03	05	11	04	05	06	07	02	09	07	12	16.53	8.35
Engl. I	24	15	25	-08	03	04	09	33	04	02	03	01	15.41	8.01
F. Arts I	15	10	06	-09	11	-05	00	13	-07	-07	-02	-04	16.20	8.45
Math. I	68	-02	07	32	31	43	03	03	30	41	34	54	14.97	9.85
Soc. S. I	09	06	19	-06	-06	04	09	22	00	04	04	05	18.36	8.77
Secre. I	00	11	-15	-30	-10	-08	-06	-20	-13	-16	-02	-16	17.09	8.42
P. Sci. I	06	-05	16	37	19	25	08	17	22	30	18	35	16.86	9.37
For. L. I	31	27	23	-15	04	04	05	28	03	05	06	06	18.04	9.84
Music I	19	10	15	-04	09	-01	03	19	-04	-01	-01	00	15.46	8.94
Engin. I	-11	-17	00	41	24	14	04	-04	12	20	10	22	17.22	9.39
H. Ec. I	14	17	00	-37	07	-13	-03	-02	-18	-18	-04	-19	18.08	9.03
Bus. I	-09	-02	-09	-09	04	05	-03	-15	-04	-01	05	00	18.31	7.55
Means	33.75	14.13	9.48	8.71	10.27	10.11	25.40	42.05	6.08	12.00	4.52	12.67		
SD'S	15.10	8.40	5.89	6.90	4.65	4.98	5.70	17.02	3.30	5.68	3.88	9.43		

Table 4

Validity Coefficients for Selected Survey Criterion Variables
(Decimal points omitted)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
EU	11	-14	-05	-05	07	-06	00	20	-09	-15	21	02	-16	-16	11	-03	-02	-12	-04	-04	-04	10	-06	-06
SP	03	-08	03	-10	04	-09	00	09	-07	-06	09	-04	-08	07	11	06	-01	-11	-08	-02	-12	-01	05	-06
RC	22	-12	-09	04	04	-07	06	17	-04	-09	26	04	-16	-13	10	-01	03	-05	-01	-11	-05	03	13	06
MR	18	00	-22	28	-12	10	-02	16	15	-09	04	08	-11	-02	-06	-10	04	-03	-03	-09	14	02	-12	22
SA	11	-09	-03	14	-04	03	00	09	00	-09	11	11	-11	-03	00	02	-02	00	-02	-22	03	10	-16	03
AM	17	-11	-09	14	-14	-02	-06	27	02	-05	18	13	-11	-11	01	-05	12	-09	-04	-11	01	08	-01	12
RS	14	-04	03	07	-08	-05	04	15	02	03	15	06	-01	-11	04	-06	09	-05	12	00	-03	01	13	02
VO	25	-14	-10	01	11	-10	08	20	-07	-21	28	06	-22	-15	11	-08	08	-07	-03	-07	-17	12	07	05
DS	19	-06	-11	06	-08	03	00	25	04	-08	14	16	-12	-17	-01	-05	02	-06	04	-10	02	09	-13	08
QJ	18	-14	-06	15	-11	01	02	27	02	-08	21	05	-14	-18	04	-02	01	-05	-02	-07	-01	07	01	13
FR	11	03	-12	07	-11	-10	02	22	-07	01	09	10	-11	-13	03	01	01	-07	-05	-05	04	02	-13	-02
MA	19	-13	-17	19	-11	02	01	29	00	-05	22	08	-11	-13	-08	-02	-02	-04	-03	-12	01	10	-06	12
Engl. GPA	08	-16	09	-04	15	-22	-02	13	-21	-10	23	-08	-23	-08	19	05	-01	-07	02	-03	-06	10	02	-04
For. L. GPA	-01	-13	05	-03	08	-14	-02	09	-08	-06	15	-19	-13	10	13	08	00	-10	00	01	-07	05	11	09
Math. GPA	05	-14	-08	07	03	-06	-06	20	-09	-02	22	-04	-14	-10	08	-05	07	-02	-06	00	-05	05	05	05
N. Sci. GPA	16	-18	-01	03	11	-11	-01	20	-16	-09	27	-04	-25	-14	19	-04	-01	-11	01	05	-07	16	05	-02
Soc. S. GPA	20	-19	06	-08	11	-18	09	15	-18	-13	30	-03	-34	-19	21	-04	04	-12	06	-02	06	-01	01	-01
Elect. GPA	-04	-17	-02	05	11	-01	-09	09	-07	-09	10	00	-10	-02	16	-04	04	-12	06	-02	06	14	09	-02
Reading	22	-21	-07	02	11	-05	09	21	-06	-20	28	10	-16	-23	07	00	00	-07	-06	-07	-03	14	-09	-02
Vocabulary	24	-13	-07	-04	12	-11	05	21	-12	-20	29	04	-27	-17	06	-05	-01	-12	-05	-06	-11	15	03	01
Sentences	05	-21	04	-04	13	-07	01	13	-11	-15	22	-03	-13	-16	08	07	-07	-05	-07	-06	-14	08	-11	-08
Spelling	04	-08	-04	-06	07	-07	01	10	-07	-11	14	-05	-09	13	11	08	02	-08	-08	-03	-04	02	-06	-03
Mathematics	20	-10	-21	24	-15	03	07	31	01	-05	18	09	-08	-09	07	-02	04	-06	-07	-11	01	10	00	12
Spat. Reas.	17	-05	-13	29	-11	04	-03	15	08	-04	07	16	-12	-09	-05	-06	-06	02	-08	-11	01	10	-16	11
Mech. Abil.	11	03	-17	31	-16	02	-02	19	14	-07	02	04	-14	-09	-03	-16	06	-02	-06	04	16	14	01	21
Per. Eff.	09	01	04	-05	01	-11	00	08	-18	-04	11	-01	-16	-09	-02	08	04	-25	-05	-12	-03	09	-05	-09
Biology I	12	-10	02	-03	03	-10	-10	28	-09	-13	23	-02	-08	-10	13	-04	-07	02	-12	04	05	-11	01	-03
Engl. I	26	-08	06	-19	29	-16	21	-05	-11	-08	14	03	-10	-20	04	03	-11	00	07	-09	-05	10	06	-24
F. Arts I	07	-05	03	-02	19	-12	05	-06	-11	-08	01	02	-01	-08	-06	13	-08	-01	05	-10	-16	03	-13	-17
Math I	02	-02	-14	25	-24	04	-09	28	11	02	02	10	08	-02	01	02	02	-01	-05	-08	12	-02	-02	07
Soc. S.I.	24	-07	02	-14	20	-17	17	06	-18	-06	27	00	-17	-19	24	-03	-03	-08	-02	03	00	06	07	-08
Secre. I	-23	22	03	-14	-02	-01	-06	-10	-07	29	-21	-02	12	-01	00	11	-12	02	07	06	05	-24	-16	-08
P. Sci. I	23	-13	-14	19	-06	-03	-01	30	06	-15	20	11	-10	-15	15	-07	00	04	-09	-02	06	-03	-05	09
For. L. I	14	-11	09	-06	18	-18	-02	06	-15	-05	18	-04	-02	-16	08	03	-13	-11	06	-06	-04	-08	04	-16
Music I	13	-06	02	-08	24	-12	03	07	-16	-07	15	-04	-01	-10	03	06	-06	-01	09	-05	-02	-16	00	-25
Engin. I	06	05	-13	31	12	02	-06	11	15	-05	-04	04	05	-06	-04	-05	-03	08	-05	-12	12	01	-12	-04
H. Ec. I	-20	-04	16	-19	10	-06	-06	-06	-09	07	-01	-08	11	-05	03	11	-18	04	11	-04	-08	-15	-13	-21
Bus. I	02	25	-05	-04	-07	-05	02	-02	-02	25	-08	-02	02	-03	10	04	-09	04	04	01	12	-15	-07	02

Table 4 (continued)

Validity Coefficients for Selected Survey Criterion Variables

	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
EU	06	-15	21	-10	12	-14	-07	-04	-08	16	03	-24	-08	17	-04	-09	-08	-01	09	03	-14	06	39
SP	04	-12	17	-08	04	-05	-10	-03	-12	06	12	-22	-09	10	-01	-08	-02	02	05	04	-15	04	35
RC	C	-11	21	-08	13	-16	01	02	-01	07	-01	-28	-14	10	-14	-21	00	08	07	04	-16	18	33
MR	-C	-16	09	06	-04	01	03	28	09	06	-20	-08	-01	09	-16	-11	04	00	09	-02	00	08	04
SA	-02	-08	03	07	01	-14	11	11	01	05	-05	-14	-08	09	-11	-09	08	-02	09	-04	-04	11	23
AM	-10	-10	07	-03	05	-12	-01	13	05	12	-06	-19	-11	15	-09	-02	06	06	01	08	03	09	35
RS	-05	-07	16	-14	06	-09	-01	08	-06	12	-01	-11	-10	01	-13	-08	13	06	00	05	-03	15	07
VO	02	-14	23	-09	16	-09	-11	-03	-09	13	03	-25	-17	11	-14	-24	-03	04	11	03	-18	22	36
DS	-07	-06	07	-10	-01	-15	04	13	-02	09	-07	-19	-02	12	-13	-10	-01	04	07	06	-03	12	28
QJ	-07	-10	10	-04	01	-15	00	20	-01	09	-05	-22	-12	17	-12	-08	03	04	07	00	-02	09	35
FR	04	-04	11	-12	09	-10	06	00	-05	12	-01	-17	-08	10	-08	03	-05	10	02	03	-02	12	26
MA	-07	-09	07	01	00	-15	01	20	02	13	-10	-29	-08	14	-12	-13	00	08	05	00	-07	06	36
Engl. GPA	01	-03	09	-04	-08	-10	-17	-08	-09	09	17	-28	-15	13	00	-04	-08	-01	02	05	-15	01	50
For. L. GPA	03	05	-04	04	04	02	-14	-10	-14	19	11	-27	-07	12	01	-04	-08	04	01	00	-18	-03	46
Math. GPA	-04	-08	08	00	-02	-08	-07	07	-06	13	00	-28	-15	19	-05	00	-01	07	01	-02	-03	00	43
N. Sci. GPA	-04	-04	08	02	00	-07	-13	00	-03	14	00	-31	-08	16	-04	-06	-06	02	-05	01	-09	-03	51
Soc. S. GPA	-06	-01	13	-02	03	-16	-12	-08	-11	06	18	-29	-22	13	-05	-12	-14	-04	08	05	-11	03	52
Elect. GPA	-05	-01	02	04	-01	00	-12	02	-11	06	00	-24	-11	15	06	07	03	03	01	04	-04	-07	42
Reading	-02	-02	16	-10	14	-17	-08	-01	01	08	07	-24	-12	21	-17	-17	-10	-04	05	-00	-17	14	39
Vocabulary	-02	-18	28	-07	14	-10	-08	-02	-06	07	06	-17	-14	10	-10	-20	-07	09	10	03	-19	15	34
Sentences	08	-04	14	02	09	-14	-11	-06	-06	10	07	-19	-08	19	01	-05	-06	-06	00	00	-16	05	41
Spelling	-01	-08	11	-04	01	-09	-08	01	-11	06	03	-17	-11	13	00	-04	-04	00	-01	04	-11	09	38
Mathematics	-08	-10	11	-07	02	-16	02	30	-01	13	-15	-23	-07	14	-15	-14	05	07	06	03	-04	05	39
Spat. Reas.	-08	-09	05	05	-06	-09	07	26	-02	03	-11	-08	-06	03	-09	-07	05	-05	06	-02	08	08	11
Mech. Abil.	-16	-11	08	08	-04	-05	08	26	16	01	-17	02	-02	01	-12	-16	00	05	08	-04	13	05	-06
Per. Eff.	07	-05	08	-04	-06	00	-03	-07	-09	05	07	-09	-08	08	01	-04	01	09	08	17	-06	05	29
Biology I	-05	02	-01	04	01	-05	-06	-13	15	29	02	-13	01	07	02	-03	-14	-07	-02	02	-06	-02	09
Engl. I	17	05	01	-05	05	-01	-09	-27	-07	02	23	-10	-03	-06	-01	-11	-17	-05	-02	12	-22	22	13
F. Arts I	11	10	-04	01	02	04	-10	-08	-05	00	11	04	-03	-03	05	-03	-11	-04	-09	00	-15	04	01
Math. I	-18	06	-10	04	-05	-06	07	23	08	19	-17	-10	07	-07	-05	02	01	00	-10	-05	03	-03	11
Soc. S. I	01	11	-02	-08	-07	-08	-09	-11	-01	-01	21	-11	-07	-00	-05	-19	-17	-03	01	04	-13	15	11
Secre. I	00	13	-10	-04	-04	11	19	-08	-06	-07	-03	03	16	04	13	22	-03	02	-13	03	-04	-08	01
P. Sci. I	-12	-02	-01	07	-04	-04	-06	14	09	25	-11	-10	-01	12	-05	-17	-10	-05	02	-10	-03	10	09
For. L. I	07	06	04	-04	01	-11	-17	-11	-07	14	15	-12	-04	03	02	-04	-15	-06	-11	-02	-18	16	16
Music I	15	05	02	00	05	04	-12	-21	00	11	06	-04	09	08	03	-07	-12	-07	-01	02	-13	16	09
Engin. I	-16	-01	-07	11	-07	-02	09	25	10	08	-18	01	06	07	-13	-11	03	-02	02	-05	06	01	-10
H. Ec. I	11	10	-04	-02	06	06	-05	-25	-04	05	14	-07	02	-03	10	15	-08	-10	-16	04	-09	-02	09
Bus. I	-10	-09	-11	-01	-01	04	24	-03	00	-05	-04	-07	15	-03	-05	07	-04	-04	-02	07	04	05	03

Predictor Selection Results for the 47 Predictable Criteria
(N = 354)

Criterion 1.

Survey 1. How far do you plan to go in college?

- (0) some college courses but no degree
- (1) business or specialized job training in addition to college courses but no degree
- (2) associate degree from community college
- (3) R.N., teaching, or other professional diploma but no bachelor's degree
- (4) bachelor's degree
- (5) college work after bachelor's but not another degree
- (6) master's degree
- (7) law degree, doctor's degree, Ph.D., Ed.D., M.D., etc.

Three Predictor Selections

WPC (.14)			CGP (.27)			WPC + CGP (.27)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
SP	-.10	-0.3	For. L. GPA	-.13	0.1	RS	.07	1.0
MR	.13	2.2	Soc. S. GPA	.35	7.0	For. L. GPA	-.14	0.2
RS	.09	1.2	Elect. GPA	-.17	0.7	Soc. S. GPA	.34	7.0
VO	.17	4.2	Reading	.14	3.1	Elect. GPA	-.16	0.7
For. L. GPA	-.17	0.2	Vocabulary	.08	2.0	Reading	.16	3.5
Soc. S. GPA	.38	7.7	Sentences	-.28	-1.4	Vocabulary	.06	1.4
Elect. GPA	-.19	0.9	Mathematics	.12	2.4	Sentences	-.28	-1.3
			Per. Eff.	.08	0.7	Mathematics	.12	2.3
			Engl. I	.21	5.6	Per. Eff.	.08	0.7
			Math. I	-.10	-0.2	Engl. I	.21	5.5
			P. Sci. I	.11	2.7	Math. I	-.09	-0.2
			Music I	.14	1.8	P. Sci. I	.11	2.6
			H. Ec. I	-.27	5.6	Music I	.14	1.8
						H. Ec. I	-.27	5.6

Note.-- R_c^2 reported in parenthesis at head of each column of predictor selections. Standard partial regression weights (β) and percent criterion variance predicted ($\%S^2 = \beta_x r_{xy}$) are reported for each variable selected.

Table 5 (continued)

Criterion 2.

Survey 3-0. Major Area of Study in College

0 = Non-Business

1 = Business

WPC			CGP (.19)			WPC + CGP (.20)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Elect. GPA	-.11	1.9	MR	.10	-0.0
			Reading	-.16	3.3	VO	.12	-1.7
			Vocabulary	.19	-2.4	QJ	-.09	1.2
			Sentences	-.23	4.9	FR	.15	0.5
			Spelling	.08	-0.7	MA	-.10	1.3
			Mech. Abil.	.10	0.3	Elect. GPA	-.12	2.0
			Soc. S. I	-.11	0.8	Reading	-.14	2.9
			Secre. I	.14	3.1	Sentences	-.17	3.6
			P. Sci. I	-.17	2.2	Spelling	.11	-0.9
			H. Ec. I	-.15	0.6	Mech. Abil.	.10	0.3
			Bus. I	.29	7.3	Soc. S. I	-.10	0.7
						Secre. I	.14	3.0
						P. Sci. I	-.18	2.3
						H. Ec. I	-.15	0.6
						Bus. I	.30	7.5

Criterion 3.

Survey 3-1. Major Area of Study in College

0 = Non-Education

1 = Education

WPC (.10)			CGP (.10)			CGP + WPC (.17)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
MR	-.19	4.1	Engl. GPA	.15	1.4	EU	-.20	1.2
SA	.14	-0.4	Math. GPA	-.16	1.2	MR	-.10	2.1
RS	.09	0.3	Reading	-.12	0.9	SA	.14	-0.4
VO	-.15	1.6	Sentences	.16	0.6	RS	.11	0.4
QJ	.19	-1.2	Mathematics	-.20	4.2	VO	-.19	2.0
FR	-.08	1.0	Mech. Abil.	-.18	3.0	QJ	.20	-1.3
MA	-.18	3.2	Per. Eff.	.17	0.6	MA	-.10	1.7
Engl. GPA	.28	2.6	Secre. I	-.10	-0.3	Engl. GPA	.20	1.8
Math. GPA	-.21	1.6	H. Ec. I	.08	1.3	Math. GPA	-.19	1.5
						Soc. S. GPA	.13	0.8
						Elect. GPA	-.09	0.2
						Sentences	.28	1.0
						Spelling	-.12	0.4
						Mathematics	-.23	4.7
						Mech. Abil.	-.19	3.2
						Per. Eff.	.16	0.6
						For. L. I	.06	0.6
						Bus. I	-.08	0.4

Table 5 (continued)

Criterion 4.

Survey 3-2. Major Area of Study in College

0 = Non-Engineering

1 = Engineering

WPC (.11)			CGP (.29)			WPC + CGP (.30)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
EU	-.13	0.7	Engl. GPA	.11	-0.4	RC	.10	0.4
MR	.23	6.4	Vocabulary	-.23	0.8	RS	.07	0.5
AM	.09	1.3	Mathematics	.18	4.2	DS	-.12	-0.7
RS	.08	0.5	Spat. Reas.	.13	3.7	Engl. GPA	.12	-0.5
DS	-.12	-0.7	Mech. Abil.	.42	12.9	Vocabulary	-.27	1.0
MA	.18	3.4	Per. Eff.	-.34	1.6	Mathematics	.19	4.4
Soc. S. GPA	-.17	1.3	Biol. I	-.11	0.3	Spat. Reas.	.14	4.3
Elect. GPA	.12	0.6	Math. I	.08	1.9	Mech. Abil.	.42	12.9
			Soc. S. I	-.12	1.7	Per. Eff.	-.33	1.6
			For. L. I	.14	-0.9	Biol. I	-.11	0.3
			Engin. I	.16	4.9	Math. I	.09	2.1
			Bus. I	-.09	0.4	Soc. S. I	-.16	2.3
						Secre. I	-.07	0.9
						For. L. I	.14	-0.9
						Engin. I	.13	4.1

Criterion 5.

Survey 3-3. Major Area of Study in College

0 = Non-Humanities

1 = Humanities (Language, Fine Arts, Philosophy)

WPC			CGP (.20)			WPC + CGP (.21)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Elect. GPA	.13	1.4	AM	-.10	1.4
			Sentences	.18	2.3	RS	-.09	0.7
			Mathematics	-.20	3.1	N. Sci. GPA	.11	1.2
			Mech. Abil.	-.11	1.7	Elect. GPA	.09	1.0
			Engl. I	.13	3.9	Sentences	.17	2.3
			F. Arts I	.08	1.6	Mathematics	-.18	2.8
			Math. I	-.17	4.1	Mech. Abil.	-.11	1.7
			Soc. S. I	.13	2.6	Engl. I	.14	4.2
			Music I	.13	3.0	F. Arts I	.07	1.4
			H. Ec. I	-.15	-1.4	Math. I	-.15	3.6
						Soc. S. I	.12	2.4
						Music I	.13	3.1
						H. Ec. I	-.17	-1.6

Table 5 (continued)

Criterion 6.

Survey 3-4. Major Area of Study in College

0 = Non-Vocational-Technical

1 = Vocational or Technical Specialty, Job Training

WPC			CGP (.10)			WPC + CGP (.12)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Engl. GPA	-.33	7.3	EU	.13	-0.8
			Elect. GPA	.19	-0.1	FR	-.16	1.6
			Mathematics	.11	0.3	MA	.14	0.3
			Per. Eff.	-.09	1.0	Engl. GPA	-.42	9.4
			Soc. S. I	-.11	1.9	Elect. GPA	.21	-0.1
			Music	-.09	1.1	Mathematics	.08	0.2
						Per. Eff.	-.10	1.1
						F. Arts I	-.07	0.9
						Soc. S. I	-.11	1.9
						Music I	-.12	1.5
						H. Ec. I	.12	-0.7

Criterion 7.

Survey 3-5. Major Area of Study in College

0 = Non-Social Science

1 = Social Science (History, Government, Psychology)

WPC			CGP (.10)			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Math. GPA	-.10	0.6	Math. GPA	-.10	0.6
			Soc. S. GPA	.25	2.2	Soc. S. GPA	.25	2.2
			Elect. GPA	-.14	1.2	Elect. GPA	-.14	1.2
			Biol. I	-.12	1.3	Biol. I	-.12	1.3
			Engl. I	.22	4.7	Engl. I	.22	4.7
			Soc. S. I	.09	1.6	Soc. S. I	.09	1.6
			For. L. I	-.13	0.2	For. L. I	-.13	0.2
			H. Ec. I	-.08	0.5	H. Ec. I	-.08	0.5

Table 5 (continued)

Criterion 8.

Survey 3-6. Major Area of Study in College

0 = Other than Natural Science or Math
1 = Natural Science or Math

WPC (.11)			CGP (.19)			WPC + CGP (.22)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
SA	-.13	-1.1	Vocabulary	.16	3.2	EU	.12	2.5
RS	.10	1.5	Spelling	-.08	-0.8	SA	-.15	-1.3
DS	.13	3.2	Mathematics	.18	5.5	RS	.07	1.1
MA	.25	7.1	Biol. I	.17	4.8	DS	.14	3.6
For. L. GPA	-.11	-0.9	Engl. I	-.13	0.7	Mathematics	.17	5.3
N. Sci. GPA	.14	2.9	F. Arts I	-.07	0.4	Mech. Abil.	.15	2.9
			Math. I	.14	4.0	Per. Eff.	-.12	-0.9
			P. Sci. I	.14	4.3	Biol. I	.22	6.0
			Music I	.11	0.8	Engl. I	-.11	0.6
			Engin. I	-.11	-1.2	F. Arts I	-.06	0.3
			Bus. I	-.06	0.1	Math. I	.14	3.8
						Music I	.14	0.9
						Bus. I	-.07	0.1

Criterion 9.

Survey 5-0. Best Description of College Studies over Past Year

0 = General, Business or Academic
1 = Vocational-Technical

WPC			CGP (.19)			WPC + CGP (.21)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Engl. GPA	-.23	5.0	SP	.13	-0.9
			For. L. GPA	.21	-1.7	FR	-.10	0.6
			Mech. Abil.	.41	5.7	Engl. GPA	-.26	5.4
			Per. Eff.	-.42	7.4	For. L. GPA	.20	-1.6
			Biol. I	-.08	0.8	Mech. Abil..	.42	5.9
			Engl. I	.13	-1.5	Per. Eff.	-.43	7.5
			Math. I	.12	1.4	Biol. I	-.13	1.2
			Soc. S. I	-.19	3.5	Engl. I	.13	-1.5
			Music I	-.17	2.7	Math. I	.12	1.4
			H. Ec. I	.15	-1.4	Soc. S. I	-.21	3.9
						P. Sci. I	.11	0.7
						Music I	-.19	3.1
						H. Ec. I	.17	-1.6

Table 5 (continued)

Criterion 10.

Survey 5-2. Best Description of College Studies over Past Year

0 = Vocational-Technical, General, or Academic

1 = Business

WPC			CGP (.16)			WPC + CGP (.17)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Elect. GPA	-.07	0.7	EU	-.08	1.2
			Reading	-.18	3.6	RC	.15	-1.3
			Spelling	-.07	0.8	RS	.06	0.2
			Mathematics	.11	-0.5	VO	-.15	3.3
			Spat. Reas.	.10	-0.4	MA	.12	-0.5
			Biol. I	-.06	0.8	Elect. GPA	-.07	0.7
			F. Arts I	-.08	0.6	Reading	-.16	3.2
			Secre. I	.21	6.3	Spat. Reas.	.10	-0.4
			P. Sci. I	-.15	2.2	Biol. I	-.05	0.6
			Bus. I	.17	4.1	F. Arts I	-.06	0.5
						Secre. I	.21	6.2
						P. Sci. I	-.16	2.5
						Bus. I	.15	3.9

Criterion 11.

Survey 5-3. Best Description of College Studies over Past Year

0 = Vocational-Technical, General or Business

1 = Academic

WPC (.14)			CGP (.23)			WPC + CGP (.24)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
SP	-.17	-1.5	Soc. S. GPA	.15	4.4	SP	-.12	-1.0
MR	-.10	-0.3	Reading	.12	3.3	RS	.09	1.3
RS	.09	1.3	Vocabulary	.09	2.8	QJ	.10	2.1
VO	.20	5.5	Mech. Abil.	-.08	-0.2	Soc. S. GPA	.14	4.3
QJ	.08	1.7	Biol. I	.16	3.7	Reading	.11	3.2
FR	-.10	-0.9	Engl. I	-.13	-1.8	Vocabulary	.11	3.1
MA	.13	2.7	Soc. S. I	.21	5.6	Mech. Abil.	-.10	-0.2
Soc. S. GPA	.27	8.2	Secre. I	-.23	4.8	Biol. I	.16	3.8
Elect. GPA	-.08	-0.8	Music I	.14	2.2	Engl. I	-.13	-1.8
			Engin. I	-.09	0.3	Soc. S. I	.20	5.5
						Secre. I	-.20	4.2
						Music I	.15	2.3
						Engin. I	-.13	0.5

Criterion 12.

Survey 6-A. Are you now enrolled in college?

0 = No

1 = Yes

WPC (.10)			CGP			WPC + CGP (.12)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
AM	.19	2.4	$R_c^2 < .10$			AM	.21	2.7
DS	.17	2.7				RS	.06	0.4
QJ	-.13	-0.7				DS	.16	2.4
FR	.07	0.6				QJ	-.13	-0.7
For. L. GPA	-.34	6.6				For. L. GPA	-.33	6.3
Elect. GPA	.11	0.0				Elect. GPA	.11	0.0
						Reading	.16	1.6
						Sentences	-.13	0.4
						Spelling	-.09	0.5
						Spat. Reas.	.12	2.0
						F. Arts I	.09	0.2
						Engin. I	-.12	-0.5

Criterion 13.

Survey 9. Do you plan to complete an occupational or vocational training program?

0 = No

1 = Yes

WPC (.14)			CGP (.21)			WPC + CGP (.22)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
MR	-.16	1.8	N. Sci. GPA	-.11	2.7	SA	-.12	1.3
VO	-.08	1.7	Soc. S. GPA	-.33	11.2	RS	.08	-0.1
MA	.13	-1.4	Elect. GPA	.09	-1.0	N. Sci. GPA	-.11	2.9
Soc S. GPA	-.43	14.7	Reading	.16	-2.5	Soc. S. GPA	-.34	11.5
Elect. GPA	.13	-1.4	Vocabulary	-.34	9.1	Elect. GPA	.12	-1.2
			Spelling	.14	-1.3	Reading	.20	-3.1
			Mathematics	.09	-0.7	Vocabulary	-.38	10.1
			Mech. Abil.	-.02	0.3	Spelling	.13	-1.2
			Per. Eff.	-.15	2.5	Mathematics	.11	-0.8
			Math. I	.16	1.2	Mech. Abil.	-.04	0.5
			Soc. S. I	-.06	1.0	Per. Eff.	-.12	2.0
			P. Sci. I	-.09	0.9	Math. I	.15	1.2
			For. L. I	.08	-0.2	Soc. S. I	-.09	1.5
			H. Ec. I	.15	1.7	For. L. I	.08	-0.2
			Bus. I	-.09	-0.1	H. Ec. I	.16	1.7
						Bus. I	-.10	-0.2

Criterion 14.

Survey 10-B. Have you decided to transfer to another college after this school year?

0 = Yes, but decision made before this year

1 = Yes, and decision made during this year at community college

WPC (.17)			CGP (.28)			WPC + CGP (.32)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
EU	-.28	4.4	For. L. GPA	.35	3.4	MR	.10	-0.2
SP	.26	1.8	Soc. S. GPA	-.34	6.4	RS	-.12	1.3
FR	-.16	3.1	Reading	-.24	5.6	FR	-.18	3.4
For L. GPA	.39	3.8	Sentences	-.31	4.9	For L. GPA	.39	3.8
Soc. S. GPA	-.35	6.8	Spelling	.58	7.7	Soc. S. GPA	-.31	5.9
			Per. Eff.	-.10	0.9	Reading	-.24	5.7
			For L. I	-.17	2.7	Sentences	-.32	5.1
						Spelling	.61	8.2
						Per. Eff.	-.09	0.7
						For L. I	-.16	2.6

Criterion 15.

Survey 12. How much have you applied yourself and worked at your studies this past year?

0 = Haven't applied myself at all

1 = Put forth a minimum of effort

2 = Studied fairly hard

3 = Studied very hard

WPC			CGP (.11)			WPC + CGP (.11)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < 10$			Engl. GPA	.11	2.1	SP	.07	0.9
			Math. GPA	-.15	-1.2	MR	-.08	0.4
			N. Sci. GPA	.11	2.1	AM	-.12	-0.1
			Elect. GPA	.11	1.8	N. Sci. GPA	.12	2.3
			Spelling	.11	1.3	Elect. GPA	.11	1.8
			Spat. Reas.	-.09	0.4	Spelling	.09	1.0
			Per. Eff.	-.07	0.2	Per. Eff.	-.09	0.2
			Engl. I	-.09	-0.4	Engl. I	-.08	-0.3
			F. Arts I	-.08	0.5	F. Arts I	-.10	0.6
			Soc. S. I	.24	5.5	Soc. S. I	.23	5.4
			P. Sci I	.11	1.6	P. Sci. I	.13	1.8

Table 5 (continued)

Criterion 16.

Survey 14-2. Which one most applies to your present community college?

0 = (A) great pressure for high grades (B) little school spirit
(C) not much to do except study (D) athletics overemphasized
(E) students treated like numbers in book (F) faculty not as
good as they should be (G) students not very bright (H) ex-
pressing ideals in action discouraged (I) childish rules and
regulations

1 = no chance for individuality

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			VO	-.14	1.1
						Math. GPA	-.14	0.7
						Sentences	.13	0.9
						Mech. Abil.	-.35	5.7
						Per. Eff.	.27	2.1
						F. Arts I	.08	1.1
						Math. I	.12	0.3

Criterion 17.

Survey 14-5. Which one most applies to your present community college?

0 = (A) great pressure for high grades (B) little school spirit
(C) no chance for individuality (D) not much to do except
study (E) athletics overemphasized (F) faculty not as good
as they should be (G) students not very bright (H) expressing
ideals in action discouraged (I) childish rules and regulations

1 = students treated like numbers in book

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			AM	.23	2.9
						RS	.06	0.6
						MA	-.27	0.4
						Math. GPA	.13	0.9
						Spat. Reas.	-.14	0.9
						Per. Eff.	.09	0.4
						Engl. I	-.10	1.1
						Soc. S. I	.13	0.4
						For. L. I	-.09	1.2
						H. Ec. I	-.21	3.8

Criterion 18.

Survey 14-8. Which one most applies to your present community college?

0 = (A) great pressure for high grades (B) little school spirit
(C) no chance for individuality (D) not much to do except study
(E) athletics overemphasized (F) students treated like numbers
in book (G) faculty not as good as they should be (H) students
not very bright (I) childish rules and regulations

1 = expressing ideals in action discouraged

WPC			CGP (.13)			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			For. L. GPA	-.10	1.6	MR	-.13	0.4
			Math. GPA	.17	-0.3	Engl. GPA	.14	-0.9
			Elect. GPA	-.12	1.4	For. L. GPA	-.13	2.0
			Sentences	.09	-0.4	Math. GPA	.12	-0.2
			Mech. Abil.	.25	-0.4	Elect. GPA	-.16	1.9
			Per. Eff.	-.43	10.8	Vocabulary	-.19	2.3
			Engl. I	.10	-0.0	Sentences	.17	-0.9
			Soc. S. I	-.12	1.0	Spat. Reas.	.12	0.2
			For. L. I	-.11	1.2	Mech. Abil.	.28	-0.5
			H. Ec. I	.20	1.1	Per. Eff.	-.46	11.6
						For. L. I	-.10	1.0
						H. Ec. I	.17	0.9

Criterion 19.

Survey 16-8. Which is the best description of the college where you have decided to transfer?

0 = (A) large enrollment and varied curriculum (B) inexpensive to attend (C) privately or religiously controlled (D) emphasizes transferring and continuing one's education (E) emphasizes a liberal arts education (F) open-door admissions and impersonal atmosphere (G) older school with traditions and residential student body (H) many students in technical programs (I) not going to transfer or undecided

1 = even balance of male and female students

WPC			CGP			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			SP	.13	-1.3
						RC	.28	-0.4
						AM	.23	0.2
						RS	-.15	1.9
						VO	-.32	4.7
						DS	-.22	2.5
						N. Sci. GPA	-.18	3.0
						Reading	.16	-0.5
						Spelling	-.22	3.8
						Mathematics	-.10	0.8
						Mech. Abil.	.13	1.1
						Engl. I	.12	0.4
						F. Arts I	-.11	0.9
						P. Sci. I	.09	0.6

Table 5 (continued)

Criterion 20.

Survey 17. If you had been absolutely free to choose where you went this past year, would you have picked the community college you are attending?

0 = No

1 = Yes

WPC			CGP (.11)			WPC + CGP (.13)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			N. Sci. GPA	.26	1.3	SA	-.21	4.7
			Soc. S. GPA	-.17	0.9	For. L. GPA	.11	0.1
			Mathematics	-.07	0.7	N. Sci. GPA	.22	1.1
			Spat. Reas.	-.12	1.3	Soc. S. GPA	-.20	1.0
			Mech. Abil.	.36	1.6	Mech. Abil.	.34	1.5
			Per. Eff.	-.29	3.6	Per. Eff.	-.31	3.9
			Engl. I	-.11	1.0	Biol. I	.08	0.3
			Soc. S. I	.11	0.3	Engl. I	-.05	0.5
			Secre. I	.09	0.6	Secre. I	.09	0.5
			Engin. I	-.21	2.6	Engin. I	-.20	2.5

Criterion 21.

Survey 23-A. How are you currently employed? Give the one answer which fits you best.

0 = unemployed

1 = (A) part time work of type I will probably do all my life

(B) part time work which will probably not be my career field

2 = (A) full time at job I expect to be my long run career field

(B) full time work which will probably not be my life's work

WPC			CGP (.10)			WPC + CGP (.16)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Soc. S. GPA	-.11	0.9	EU	.33	-1.5
			Elect. GPA	.16	0.9	SP	-.11	1.3
			Sentences	-.21	2.9	MR	.10	1.4
			Spelling	.15	-0.6	VO	-.32	5.2
			Mech. Abil.	.23	3.7	Math. GPA	-.09	0.5
			Per. Eff.	-.13	0.4	Elect. GPA	.12	0.6
			F. Arts I	-.12	2.0	Reading	.17	-0.5
			Math. I	.05	0.6	Sentences	-.37	5.2
			Bus. I	.11	1.3	Spelling	.21	-0.8
						Spat. Reas.	-.11	-0.1
						Mech. Abil.	.28	4.5
						Per. Eff.	-.15	0.4
						F. Arts I	-.15	2.4
						For. L. I	.11	-0.4
						Bus. I	.10	1.2

Table 5 (continued)

Criterion 22.

Survey 24-A. How useful is your community college course work in preparing you for your current employment? Pick the best answer for you.

0 = Very useful

1 = Fairly useful

2 = Not useful

WPC			CGP (.14)			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Soc. S. GPA	.16	2.5	MR	-.12	-0.2
			Mech. Abil.	.12	1.8	SA	.10	1.0
			Biol. I	-.13	1.4	Soc. S. GPA	.14	2.3
			Engl. I	.18	1.8	Mech. Abil.	.14	2.1
			F. Arts I	.12	0.3	Biol. I	-.12	1.3
			Secre. I	-.20	4.7	Engl. I	.17	1.7
			Music I	-.25	3.9	F. Arts I	.10	0.3
						Secre. I	-.22	5.1
						Music I	-.25	3.9

Criterion 23.

Survey 24-B. How useful is your community college course work in preparing you for your current employment? Pick the best answer for you.

0 = I am not employed but feel my courses will be useful for future employment

1 = I am not employed and feel my community college courses are of no use in preparing me for a job

WPC			CGP			WPC + CGP (.11)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			EU	-.25	1.6
						RC	.26	3.3
						SA	-.15	2.4
						RS	.09	1.2
						FR	-.16	2.0
						Math. GPA	.26	2.8
						Spat. Reas.	-.21	3.3
						Per. Eff.	.15	0.7
						Secre. I	-.19	3.1

Table 5 (continued)

Criterion 24.

Survey 25-0. Which one of the following four philosophies best expresses your own attitude towards higher education? Select only one.

- 0 = (A) Of most importance are serious involvement in courses and the pursuit of knowledge for its own sake.
 (B) Besides occupational training or a liberal education, an important part of school is life outside the classroom. Extra-curricular activities, friendships, and school traditions are also important to higher education.
 (C) Education should be a search for basic values and meaning in life. One should be involved with ideas and art forms in school and out, and be concerned with one's personal identity.

1 = Basically education should involve commitment to a particular field of study and training for an occupation.

WPC			CGP (.19)			WPC + CGP (.22)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Math. GPA	.14	1.3	MR	.11	2.4
			Vocabulary	.11	0.2	VO	.21	1.0
			Sentences	-.15	1.1	FR	-.15	0.3
			Mathematics	.10	1.3	Math. GPA	.13	1.1
			Mech. Abil.	.38	7.8	Sentences	-.16	1.2
			Per. Eff.	-.34	3.1	Mathematics	.13	1.6
			Engl. I	-.13	3.2	Mech. Abil.	.35	7.2
			Music I	-.14	3.6	Per. Eff.	-.29	2.6
			Engin. I	-.14	-0.6	Engl. I	-.17	4.1
			Bus. I	.10	0.2	Music I	-.15	3.8
						Engin. I	-.17	-0.7
						Bus. I	.15	0.2

Table 5 (continued)

Criterion 25.

Survey 25-3. Which one of the following four philosophies best expresses your own attitude towards higher education?

- 0 = (A) Basically education should involve commitment to a particular field of study and training for an occupation.
 (B) Of most importance are serious involvement in courses and the pursuit of knowledge for its own sake.
 (C) Besides occupational training or a liberal education an important part of school is life outside the classroom. Extracurricular activities, friendships, and school traditions are also important to higher education.
- 1 = Education should be a search for basic values and meaning in life. One should be involved with ideas and art forms both in school and out, and be concerned with one's personal identity.

WPC			CGP (.12)			WPC + CGP (.12)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
$R_c^2 < .10$			Soc. S. GPA	-.13	0.8	SA	.04	0.1
			Vocabulary	-.10	0.2	RS	-.08	0.4
			Sentences	.20	1.6	FR	.14	0.6
			Spelling	-.12	0.1	Soc. S. GPA	-.16	0.9
			Mech. Abil.	-.25	3.9	Reading	-.12	0.3
			Per. Eff.	.24	1.7	Vocabulary	-.08	0.2
			Engl. I	.11	1.8	Sentences	.17	1.3
			Math. I	-.10	1.8	Mech. Abil.	-.21	3.4
			Music I	.09	1.4	Per. Eff.	.20	1.4
			Bus. I	-.11	1.1	Engl. I	.13	2.2
						Math. I	-.16	2.7
						Music I	.10	1.4
						Bus. I	-.11	1.1

Table 5 (continued)

Criterion 26.

Survey 27-0. Pick the one best description of the atmosphere at your community college.

0 = (A) up-to-date (B) relaxed (C) practical, business-like
(D) helpful (E) colorful (F) realistic (G) intellectual
(H) competitive (I) optimistic

1 = warm, friendly

WPC			CGP (.11)			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			F For. L. GPA	.15	0.7	EU	-.13	1.9
			Math. GPA	-.16	1.3	SP	-.06	0.8
			Reading	.29	-0.5	MR	-.15	2.3
			Vocabulary	-.43	7.7	For. L. GPA	.21	1.0
			F. Arts I	.09	0.9	Math. GPA	-.15	1.3
			Soc. S. I	.14	1.6	Reading	.34	-0.6
			Secre. I	.07	1.0	Vocabulary	-.38	6.7
						F. Arts I	.09	0.9
						Math. I	.11	0.6
						Soc. S. I	.12	1.3
						Secre. I	.05	0.6

Criterion 27.

Survey 27-2. Pick the one best description of the atmosphere at your community college.

0 = (A) warm, friendly (B) up-to-date (C) practical, business-like
(D) helpful (E) colorful (F) realistic (G) intellectual
(H) competitive (I) optimistic

1 = relaxed

WPC			CGP			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			EU	.10	2.2
						SP	.10	1.7
						MR	.08	0.7
						RS	.09	1.5
						For. L. GPA	-.28	1.1
						Math. GPA	.12	1.0
						Soc. S. GPA	.10	1.2
						Vocabulary	.31	8.7
						Spelling	-.13	-1.5
						Spat. Reas.	-.08	-0.4
						F. Arts I	-.07	0.3
						Math. I	-.12	1.2
						Soc. S. I	-.09	0.2

Table 5 (continued)

Criterion 28.

Survey 27-3. Pick the one best description of the atmosphere at your community college.

0 = (A) warm, friendly (B) up-to-date (C) relaxed (D) helpful
(E) colorful (F) realistic (G) intellectual (H) competitive
(I) optimistic

1 = practical, business-like

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			SA	.10	0.6
						RS	-.13	1.8
						DS	-.15	1.5
						FR	-.12	1.4
						MA	.13	0.2
						For. L. GPA	.15	0.6
						Reading	-.27	2.8
						Sentences	.26	0.4
						Mathematics	-.16	1.1
						Spat. Reas.	.09	0.5
						Mech. Abil.	.17	1.3
						Per. Eff.	-.15	0.6
						Engin. I	.09	1.0

Criterion 29.

Survey 28-5. What is the primary focus of your father's occupation? Select only one.

0 = (A) service (B) business contact (C) organization
(D) technology (E) outdoor (F) general cultural
(G) arts and entertainment

1 = sciences

WPC			CGP (.10)			WPC + CGP (.11)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Engl. GPA	-.51	3.8	VO	.14	2.3
			For. L. GPA	.16	0.6	FR	.10	0.9
			Soc. S. GPA	.26	0.9	Engl. GPA	-.52	4.0
			Reading	.21	3.0	For. L. GPA	.14	0.6
			Vocabulary	.11	1.6	Soc. S. GPA	.26	0.9
			Spat. Reas.	-.14	0.8	Reading	.25	3.6
			Per. Eff.	-.14	0.9	Spelling	-.08	-0.1
			Engin. I	-.07	0.5	Spat. Reas.	-.14	0.8
			H. Ec. I	.08	0.5	Per. Eff.	-.11	0.7
						P. Sci. I	-.09	0.4
						H. Ec. I	.09	0.6

Criterion 30.Survey 29-1. Which is the primary focus of your choice of career?0 = (A) service (B) organization (C) technology (D) outdoor
(E) sciences (F) general cultural (G) arts and entertainment

1 = business contact

WPC			CGP			WPC + CGP (.12)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			EU	-.15	2.2
						MR	.17	0.1
						SA	-.13	1.8
						RS	-.12	1.1
						VO	.16	-1.5
						DS	-.07	1.1
						For. L. GPA	.27	0.6
						N. Sci. GPA	.11	-0.7
						Soc. S. GPA	-.28	4.4
						Reading	-.21	3.7
						Vocabulary	.13	-1.3
						Mathematics	-.11	1.7
						Per. Eff.	.11	0.0
						Engl. I	.07	-0.1
						Secre. I	.15	1.6
						For. L. I	-.18	2.0
						Music I	.07	0.3

Criterion 31.Survey 29-2. Which is the primary focus of your choice of career?0 = (A) service (B) business contact (C) technology (D) outdoor
(E) sciences (F) general cultural (G) arts and entertainment

1 = organization

WPC			CGP (.14)			WPC + CGP (.18)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Engl. GPA	-.19	3.3	RC	.17	0.2
			Soc. S. GPA	.16	-1.9	SA	.15	1.7
			Elect. GPA	-.11	1.3	FR	.04	0.2
			Mathematics	.06	0.1	Engl. GPA	-.12	2.1
			Spat. Reas.	.08	0.6	Elect. GPA	-.07	0.9
			Soc. S. I	-.13	1.2	Sentences	-.09	1.0
			Secre. I	.11	2.0	Mech. Reas.	.10	0.8
			P. Sci. I	-.10	0.6	Soc. S. I	-.10	0.9
			For. L. I	-.16	2.6	Secre. I	.13	2.5
			Bus. I	.27	6.6	P. Sci. I	-.12	0.7
						For. L. I	-.12	2.0
						Music I	-.09	1.1
						Bus. I	.28	6.8

Table 5 (continued)

Criterion 32.Survey 29-3. Which is the primary focus of your choice of career?

0 = (A) service (B) business contact (C) organization
 (D) outdoor (E) sciences (F) general cultural (G) arts
 and entertainment

1 = technology

WPC (.13)			CGP (.32)			WCP + CGP (.36)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
MR	.22	6.3	Vocabulary	-.12	0.3	SP	.17	-0.5
SA	-.08	-0.8	Sentences	-.10	0.6	MR	.08	2.4
RS	.13	1.1	Mathematics	.35	10.3	RS	.10	0.9
VO	-.16	0.5	Spat. Reas.	.09	2.3	FR	-.17	0.0
QJ	.15	3.0	Mech. Abil.	.29	7.5	Vocabulary	-.17	0.3
FR	-.15	-0.0	Per. Eff.	-.28	2.0	Sentences	-.14	0.8
MA	.19	3.8	Biol. I	-.19	2.4	Mathematics	.38	11.2
For. L. GPA	-.11	1.1	Engl. I	-.19	5.0	Spat. Reas.	.11	2.8
			For. L. I	.21	-2.2	Mech. Abil.	.30	7.9
			Music I	-.13	2.7	Per. Eff.	-.29	2.0
			Engin. I	.12	3.1	Biol. I	-.19	2.5
			Bus. I	-.06	0.2	Engl. I	-.19	5.1
						For. L. I	.19	-2.0
						Music I	-.13	2.7
						Engin. I	.10	2.4

Criterion 33.Survey 29-4. Which is the primary focus of your choice of career?

0 = (A) service (B) business contact (C) organization
 (D) technology (E) sciences (F) general cultural
 (G) arts and entertainment

1 = outdoor

WPC			CGP (.11)			WPC + CGP (.13)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
$R_c^2 < .10$			Elect. GPA	-.09	1.0	AM	.17	0.8
			Reading	.19	0.2	VO	-.14	1.2
			Vocabulary	-.15	0.8	Soc. S. GPA	-.08	0.9
			Spat. Reas.	-.17	0.4	Elect. GPA	-.07	0.7
			Mech. Abil.	.38	6.3	Reading	.16	0.2
			Per. Eff.	-.26	2.3	Spat. Reas.	-.22	0.5
			Biol. I	.14	2.1	Mech. Abil.	.37	6.2
						Per. Eff.	-.27	2.4
						Biol. I	.15	2.2

Table 5 (continued)

Criterion 34.Survey 29-5. Which is the primary focus of your choice of career?

0 = (A) service (B) business contact (C) organization (D) technology
 (E) outdoor (F) general cultural (G) arts and entertainment

1 = sciences

WPC			CGP (.14)			WPC + CGP (.15)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			For. L. GPA	.22	4.1	EU	.10	1.6
			Soc. S. GPA	-.14	-0.8	RS	.08	0.9
			Biol. I	.21	5.9	QJ	-.09	-0.8
			Math. I	.09	1.7	For. L. GPA	.19	3.6
			Soc. S. I	-.09	0.1	Soc. S. GPA	-.14	-0.8
			P. Sci. I	.14	3.3	Biol. I	.20	5.7
			For. L. I	.11	1.5	F. Arts I	-.10	-0.0
			Bus. I	-.10	0.5	Math. I	.12	2.2
						Soc. S. I	-.11	0.1
						P. Sci. I	.14	3.5
						For. L. I	.10	1.3
						Music I	.07	0.8
						Bus. I	-.09	0.4

Criterion 35.Survey 29-6. Which is the primary focus of your choice of career?

0 = (A) service (B) business contact (C) organization (D) technology
 (E) outdoor (F) sciences (G) arts and entertainment

1 = general cultural

WPC			CGP (.16)			WPC + CGP (.19)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Soc. S. GPA	.19	3.4	EU	-.15	-0.4
			Elect. GPA	-.09	-0.0	SP	.10	1.2
			Mathematics	-.20	3.1	RC	-.10	0.1
			Mech. Abil.	-.20	3.3	MR	-.06	1.3
			Per. Eff.	.20	1.4	SA	.07	-0.4
			Engl. I	.07	1.7	VO	-.12	-0.4
			F. Arts I	.07	0.7	FR	.07	-0.1
			Soc. S. I	.14	2.8	Engl. GPA	.09	1.6
			Secre. I	-.11	0.3	Soc. S. GPA	.18	3.2
			Engin. I	-.09	1.6	Elect. GPA	-.12	-0.0
						Reading	.20	1.4
						Mathematics	-.23	3.6
						Mech. Abil.	-.21	3.4
						Per. Eff.	.15	1.0
						Engl. I	.12	2.8
						Soc. S. I	.16	3.4
						Secre. I	-.11	0.3
						P. Sci. I	-.07	0.7
						Bus. I	-.07	0.3

Table 5 (continued)

Criterion 36 (through 40 are reasons for satisfaction)

Survey 33. I needed better grades than I could get at a four-year school.

0 = false

1 = true

WPC (.14)			CGP (.14)			WPC + CGP (.17)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
RC	-.15	4.2	For. L. GPA	-.11	3.0	RC	-.13	3.6
MA	-.14	4.2	N. Sci. GPA	-.10	3.0	AM	.16	-2.9
N. Sci. GPA	-.12	3.7	Elect. GPA	-.10	2.3	MA	-.24	6.9
Elect. GPA	-.11	2.7	Reading	-.17	4.0	N. Sci. GPA	-.10	3.1
			Mathematics	-.08	1.8	Elect. GPA	-.12	2.9
			Mech. Abil.	.12	0.3	Reading	-.14	3.4
			Biol. I	-.07	0.9	Mech. Abil.	.12	0.3
			F. Arts I	.09	0.4	Biol. I	-.06	0.9
			Secre. I	.10	0.3	F. Arts I	.10	0.5
			Bus. I	-.15	1.1	Bus. I	-.10	0.7

Criterion 37.

Survey 42. The courses at community college help one decide what to do: attend a four-year school or obtain technical training.

0 = false

1 = true

WPC			CGP (.10)			WPC + CGP (.10)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
$R_c^2 < .10$			Math GPA	-.17	2.6	VO	-.10	1.7
			N. Sci. GPA	.21	-1.7	Math. GPA	-.16	2.5
			Soc. S. GPA	-.24	5.3	N. Sci. GPA	.22	-1.8
			Vocabulary	-.08	1.1	Soc. S. GPA	-.24	5.2
			F. Arts I	-.10	0.3	F. Arts I	-.10	0.3
			Math I	.10	0.7	Math. I	.10	0.7
			Secre. I	.14	2.3	Secre. I	.14	2.2
			Music I	.13	1.2	Music I	.14	1.2

Criterion 38.

Survey 45. I liked it because it was inexpensive.

0 = false

1 = true

WPC			CGP (.10)			WPC + CGP (.10)		
Predictor	β	%S ²	Predictor	β	%S ²	Predictor	β	%S ²
$R_c^2 < .10$			Math. GPA	.11	2.1	Math. GPA	.11	2.1
			Reading	.26	5.6	Reading	.26	5.6
			Spat. Reas.	-.13	-0.4	Spat. Reas.	-.13	-0.4
			Engl. I	-.14	0.8	Engl. I	-.14	0.8
			F. Arts I	-.10	0.3	F. Arts I	-.10	0.3
			Secre. I	.13	0.6	Secre. I	.13	0.6
			P. Sci. I	.15	1.9	P. Sci. I	.15	1.9
			Music I	.12	1.0	Music I	.12	1.0
			Bus. I	-.12	0.3	Bus. I	-.12	0.3

Table 5 (continued)

Criterion 39.

Survey 46. It taught me to grow up and made me learn what life is all about.

0 = false

1 = true

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			MR	-.11	1.7
						RS	-.12	1.5
						Soc. S. GPA	-.09	0.5
						Elect. GPA	.10	0.6
						Reading	-.30	4.9
						Sentences	.29	0.2
						Mathematics	-.10	1.5
						Secre. I	.16	2.1
						P. Sci. I	.14	-0.7
						Bus. I	-.18	0.9

Criterion 40.

Survey 47. Having gone to community college makes it a lot easier to get a job.

0 = false

1 = true

WPC (.10)			CGP (.12)			WPC + CGP (.15)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
MR	-.08	0.8	Soc. S. GPA	-.16	1.8	SP	-.10	0.8
AM	.17	-0.4	Elect. GPA	.14	0.9	AM	.12	-0.3
VO	-.23	5.4	Vocabulary	-.13	2.5	VO	-.22	5.2
FR	.15	0.4	Sentences	.13	0.7	FR	.13	0.4
MA	-.19	2.5	Mathematics	-.11	1.5	Soc. S. GPA	-.15	1.7
Soc. S. GPA	-.16	1.8	Spat. Reas.	.08	-0.6	Elect. GPA	.13	0.9
Elect. GPA	.17	1.1	Mech. Abil.	-.13	2.2	Sentences	.17	-0.8
			Math. I	.11	0.2	Mathematics	-.14	1.9
			Soc. S. I	-.13	2.4	Mech. Abil.	-.12	2.0
			Secre. I	.17	3.7	Soc. S. I	-.12	2.3
			Music I	-.08	0.5	Secre. I	.14	3.2
			Engin. I	-.09	1.0	Engin. I	-.08	0.9

Table 5 (continued)

Criterion 41 (through 46 are reasons for dissatisfaction)

Survey 53. I will not be able to transfer many credits to a four-year school.

0 = false

1 = true

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			SA	.09	0.7
						AM	.09	0.5
						RS	.17	2.3
						FR	-.13	0.7
						Soc. S. GPA	-.21	2.8
						Elect. GPA	.16	0.5
						Reading	-.11	1.1
						Mathematics	.10	0.5
						Biol. I	-.10	1.4
						Soc. S. I	-.07	1.1
						Music I	-.11	1.3

Criterion 42.

Survey 56. There was too much emphasis on daily assignments rather than general knowledge.

0 = false

1 = true

WPC			CGP (.10)			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			Math. GPA	.18	1.2	FR	.08	0.8
			Soc. S. GPA	-.15	0.6	Math. GPA	.18	1.2
			Reading	-.15	0.6	Soc. S. GPA	-.16	0.7
			Vocabulary	.39	3.6	Reading	-.15	0.6
			Sentences	-.26	1.6	Vocabulary	.40	3.7
			Mathematics	.08	0.5	Sentences	-.24	1.4
			Spat. Reas.	-.17	0.8	Spat. Reas.	-.16	0.8
			Per. Eff.	.16	1.5	Per. Eff.	.16	1.5
			Biol. I	-.06	0.4	Biol. I	-.06	0.4
			Secre. I	.11	0.3	Secre. I	.10	0.3
			H. Ec. I	-.15	1.5	H. Ec. I	-.15	1.5

Table 5 (continued)

Criterion 43.

Survey 59. There was practically no social life.

0 = false

1 = true

WPC			CGP			WPC + CGP (.11)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			EU	.21	2.0
						SA	.13	1.1
						AM	-.12	-0.1
						N. Sci. GPA	-.22	1.2
						Soc. S. GPA	.24	1.9
						Vocabulary	.13	1.3
						Sentences	-.20	0.1
						Per. Eff.	.09	0.7
						F. Arts I	-.08	0.8
						Math. I	-.13	1.3
						Secre. I	-.07	1.0
						For. L. I	-.13	1.4
						Music I	.09	-0.1
						H. Ec. I	-.15	2.5
						Bus. I	.15	-0.3

Criterion 44.

Survey 63. It was too much like high school.

0 = false

1 = true

WPC			CGP			WPC + CGP (.10)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			SA	-.09	0.3
						AM	.12	0.9
						DS	.09	0.5
						Math. GPA	-.09	0.2
						Sentences	-.09	-0.0
						Mech. Abil.	-.18	0.7
						Per. Eff.	.32	5.6
						Biol. I	.12	0.3
						Engl. I	.16	1.9
						P. Sci. I	-.15	1.5
						For. L. I	-.14	0.3
						Bus. I	.09	0.6

Table 5 (continued)

Criterion 45.

Survey 66. I thought it unnecessary to have to take so many unrelated subjects (art, music, etc.).

0 = false

1 = true

WPC			CGP (.10)			WPC + CGP (.14)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			For. L. GPA	-.14	2.6	MR	-.14	-0.0
			Math. GPA	.10	-0.3	AM	.26	0.8
			Reading	-.10	1.7	MA	-.18	1.2
			Vocabulary	-.13	2.4	For. L. GPA	-.15	2.8
			Spat. Reas.	.10	0.8	Math. GPA	.11	-0.3
			Mech. Abil.	.15	1.9	Reading	-.10	1.6
			Per. Eff.	-.07	0.4	Vocabulary	-.15	2.7
			Engl. I	-.13	2.8	Spat. Reas.	.15	1.1
						Mech. Abil.	.24	3.0
						Per. Eff.	-.14	0.8
						Engl. I	-.13	2.8

Criterion 46.

Survey 68. I disliked the nonacademic attitude of the student body.

0 = false

1 = true

WPC			CGP			WPC + CGP (.12)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
$R_c^2 < .10$			$R_c^2 < .10$			EU	-.21	-1.3
						SA	.13	1.5
						RS	.08	1.2
						VO	.21	4.5
						FR	.13	1.6
						N. Sci. GPA	-.16	0.5
						Spelling	.06	0.5
						Engl. I	.16	3.7
						F. Arts I	-.07	-0.3
						Math. I	-.12	0.3
						P. Sci. I	.08	0.8
						For. L. I	.11	1.7

Table 5 (continued)

Criterion 47

First Year Cumulative GPA

WPC (.36)			CGP (.46)			WPC + CGP (.46)		
Predictor	β	$\%S^2$	Predictor	β	$\%S^2$	Predictor	β	$\%S^2$
SP	.07	2.6	For. L. GPA	.05	2.1	SP	.04	1.5
RC	.07	2.4	N. Sci. GPA	.14	7.2	MR	.05	0.2
MR	-.07	-0.3	Soc. S. GPA	.13	6.9	RS	-.03	-0.2
RS	-.07	-0.5	Elect. GPA	.15	6.1	N. Sci. GPA	.14	7.2
VO	.07	2.3	Reading	.14	5.5	Soc. S. GPA	.15	8.0
QJ	.15	5.2	Vocabulary	.05	1.8	Elect. GPA	.14	6.0
For. L. GPA	.11	4.9	Mathematics	.19	7.3	Reading	.16	6.3
N. Sci. GPA	.14	7.2	Mech. Abil.	-.38	2.3	Mathematics	.19	7.4
Soc. S. GPA	.14	7.3	Per. Eff.	.30	8.6	Mech. Abil.	-.40	2.4
Elect. GPA	.15	6.1	F. Arts I	-.07	-0.1	Per. Eff.	.31	9.1
			H. Ec. I	-.08	-0.7	F. Arts I	-.06	-0.1
			Bus. I	.08	0.3	H. Ec. I	-.07	-0.6
						Bus. I	.08	0.3

Comparison of predictor batteries. Overall the CGP battery must be judged superior to the WPC battery in predicting nonintellective college criteria as well as first year cumulative GPA. Not only were the CGP tests able to predict more criteria, but in most instances, the multiple correlations with the batteries combined were only slightly higher than those obtained using HS GPA's and the CGP battery alone. It should be noted, however, that deletion of HS grades could considerably reduce the predictive effectiveness of both batteries with respect to first year community college grades. While the correlations with first year GPA and HS grades ranged .42 for Electives to .52 for Social Science GPA, r 's among WPC tests ranged from .04 for Mechanical Reasoning to .39 for English Usage and r 's among CGP intellective tests from -.06 for Mechanical Ability to .41 for Sentences. Among CGP interest measures, correlations with GPA went from -.10 for Engineering to .13 for English Interest (Table 4).

To what did the CGP battery owe its superiority? In the case of criterion 47, first-year cumulative GPA (Table 5), it was due primarily to Perceptual Efficiency, which test has no parallel in the WPC battery, and, secondarily, to better Reading and Mathematics tests. With respect to the nonintellective criteria, however, it was the CGP interest measures which contributed the additional predictive variance. Choice of major (criteria 2-8) is a good example where all interests were important but especially that interest test which paralleled major area. Business majors had very high Business Interest, engineers high Engineering Interest, etc. Again, with respect to the focus of one's choice of occupation (criteria 30-35), there was considerable consistency: those choosing organizational careers had

high Business Interest, those choosing technological careers had low interest in the humanities and high interest in Engineering, and those choosing scientific careers showed high Biological and Physical Science Interests.

Certain intellectual measures also contributed to the CGP battery's greater predictive utility: Mechanical Ability, Vocabulary, and Perceptual Efficiency. For example, community colleges were described as requiring too many unrelated subjects such as art and music by students with low Vocabulary and high Mechanical Ability scores. Dissatisfaction with community college as "too much like high school" was characteristic of students with high Perceptual Efficiency scores.

These results based on prediction extend the earlier finding that CGP Perceptual Efficiency, Mechanical Ability, and interest measures were all unique with respect to the WPC battery (Greenmun, Lunneborg and Lunneborg, 1968). Not only are these measures unique but it is now clear that they possess significant predictive potential as well.

One interesting aspect to the CGP battery was the relationship between Perceptual Efficiency and Mechanical Ability in predicting several criteria. Whenever either had once been selected the other was next selected. The high variance contribution of one or both of these subtests compared to their original validities with the criteria would indicate that these two measures act as suppressor variables with respect to each other. The factorial independence of these subtests from the remainder of the CGP battery (Lunneborg, Greenmun, and Lunneborg, 1969) and their heavy contribution to prediction strongly favor their representation in future versions of the battery.

Comparison of nonintellective criteria. It was much easier to predict educational and vocational orientation and plans (Table 6) than either nonintellective first year community college experiences (Table 7) or perceived college characteristics (Table 8). Especially disappointing was the lack of predictability for a 40-item Community College Satisfaction Scale (Survey items 31-50 scored true, 51-70 scored false). The Satisfaction Scale mean was 25.8, the SD was 5.6, so its unpredictability was not due to any restriction in range.

Although the presence of interest measures insured prediction of major area and vocational choice, these measures were not sufficient to account for substantial variance in the most important set of criteria, first year experiences. The latter criteria were intended to complement traditional GPA in indicating the effects of higher education. The prediction of such nonintellective criteria obviously depends upon the addition of even more and varied nonintellective variables.

As Tables 6-8 indicate these nonintellective Survey criteria were uncorrelated with first year grades. They were also uncorrelated with one another except where criteria were experimentally related (mutually exclusive alternatives to same item) or where identical information was solicited, e.g., major area of study. The implied factorial complexity of these criteria provides another argument for an equally wide range of diverse predictors.

Table 6

Predictability of Educational and Vocational Orientation and Plans

$$R_c^2 < .10$$

$$R_c^2 \geq .10$$

Two major areas (nursing and
undecided)

Associate of arts degree planned

Transfer in second year planned

Type of transfer school

Collegiate orientation towards
education

Academic orientation towards
education

Two career interest areas
(service and arts & enter-
tainment)

Amount of college work planned (.16)

Seven major areas: business (-.08),
education (-.15), engineering (.00),
humanities (.04), vocational (.03),
social science (.15), natural
science (.14)

Complete vocational program planned (-.13)

Vocational orientation towards
education (-.01)

Nonconformist orientation towards
education (-.05)

Six career interest areas: business
contact (-.05), organization (-.00)
technology (-.01), outdoors (-.03)
science (.05), general cultural (.06)

Note.--Correlations (r) with intellectual criterion, first-year GPA,
appear after the predictable nonintellectual criteria in parentheses.

Table 7

Predictability of First Year Community College Experiences

$$R_c^2 < .10$$

$$R_c^2 \geq .10$$

Decision for less education	Vocational-technical study (.07)
Decision for more education	Business study (-.06)
Change of major	Academic study (.21)
Definite major in third qtr	Enrollment in third qtr (-.07)
Hours credit in third qtr	Decision to transfer (-.10)
Hours credit prior to third qtr	Amount of effort at studying (.26)
Satisfaction with progress	Satisfaction with college choice (.00)
Career plans changed by teachers	Amount of concurrent employment (-.04)
Career plans changed by good courses	Utility of courses for current
Career plans changed by bad courses	employment (-.08)
Career plans changed by test results	Utility of courses for future
Career plans changed by working	employment (.03)
Concurrent work in career field	
Change of career plans	
Definite career plans in third qtr	
Satisfaction Scale (40 true-false	
items)	

Table 8

Predictability of Community College Characteristics

$$R_c^2 < .10$$

Adequacy of college

Seven negative characteristics

of college

Nine "best" descriptions of college

Perceived educational orientation

of college

Seven descriptions of college

atmosphere

Twenty-nine sources of satis-

faction and dissatisfaction

$$R_c^2 \geq .10$$

Three negative characteristics of

college: no chance for individuality

(-.04), students treated like numbers

(.03), expressing ideals in action

discouraged (-.03)

Three descriptions of college atmosphere:

warm (-.07), relaxed (.07), practical

(.07)

Eleven sources of satisfaction--could

get better grades (-.29), helped

decide what to do (-.13), inexpensive

(.05), helped to grow up (-.10),

easier to get a job (-.05); and

dissatisfaction--will lose credits

when transfer (-.14), too many assign-

ments (-.05), no social life (.08),

like high school (-.02), too many

requirements (-.11), nonacademic

student body (.09)

Discussion

This investigation is one in a progression of educational prediction studies in the community college setting which started with a straightforward estimate of traditional academic course work from a traditional aptitude battery (Cory, 1968). It was established that English, mathematics, biology, etc., are just as easily predicted at 2-year schools as at 4-year schools using identical traditional aptitude and achievement measures. Next, it was found this same traditional battery had appreciable predictive power for nontraditional course work such as auto mechanics, data processing, and secretarial studies (Lunneborg & Lunneborg, in press). This third study in the series has concentrated on adding nonintellective elements to both predictors and criteria. Interest measures were combined with high school grades and aptitude scores to predict not only grades but an array of self-reported plans and first-year college experiences. These nonintellective criteria emphasized particularly the decision-making aspect to community college study contrasting with the emphasis on talent, creativity, and extra-curricular achievement in other studies (Richards et al., 1967).

Nontraditional prediction of nontraditional criteria can take on its greatest significance in the community college setting. While it is true that academic achievement is as easily estimated at two-year as at four-year schools from traditional measures, such academic achievement is only one of the many goals community colleges espouse. Their objectives, those reiterated in catalogs, brochures, etc., are multifarious and flexible, accepting all levels of student potentiality and interest, encouraging personal development and exploration, and deemphasizing traditional evaluations of performance. It is therefore of great importance to learn more about predicting the kinds

of nontraditional criteria suggested by this orientation towards higher education. For this reason instead of scales of "leadership achievement" and "scientific achievement," the nonintellective criteria from these community college students stressed personal reaction and adjustment to school, satisfaction with and attitudes toward higher education.

To summarize, these nonintellective community college criteria were found unrelated to an intellective criterion (Tables 6-8) and unrelated to traditional intellective predictors (Table 4), consistent with many previous studies of nonintellective criteria. Although Richards et al. (1967) reported that many of their nonintellective criteria (various "accomplishment" checklists) were moderately interrelated, the nonintellective criteria in the present study were highly unrelated to one another.

The most important result was finding that some of these experimental, nontraditional criteria could be predicted to a useful degree. Where there was an obvious link between predictors and criteria, as between the CGP interest indices and choice of major and occupation, prediction was good. Thus, it can be hoped that if new nonintellective predictors are developed specifically akin to Community College Survey criteria, useful predictions would result. Certainly on the face of it, the present results are disappointing. First year college experiences were largely unpredictable but it is hoped that lack of predictability is not due to unreliability of these items but rather to the simple fact that they were not matched in the predictor batteries.

References

- College Entrance Examination Board. Program summary statistics, Comparative Guidance and Placement Program. New York: CEEB, 1968.
- Cory, C. A comparison of four models for making predictions across institutions. Seattle: University of Washington, 1968. (Duplicated dissertation)
- Greenmun, R., Lunneborg, C. E., & Lunneborg, P. W. An investigation of test variables potentially useful to the Washington Pre-College Testing Program for community college subject fields. Seattle: Bureau of Testing, University of Washington, 1968. (Duplicated report)
- Horst, P., & Smith, S. The discrimination of two racial samples. Psychometrika, 1950, 15, 271-289.
- Lunneborg, C. E., Greenmun, R., & Lunneborg, P. W. A factor analysis of the core elements of the CEEB Comparative Guidance and Placement Battery. Seattle: Bureau of Testing, University of Washington, 1969. (Duplicated report)
- Lunneborg, C. E., & Lunneborg, P. W. Predicting success in community college vocational courses. Journal of Counseling Psychology, in press.
- Lunneborg, P. W. 1968 Community College Survey. Seattle: Washington Pre-College Testing Program, University of Washington, 1968. (Duplicated)
- Richards, J. M., Holland, J. L., and Lutz, S. W. Prediction of student accomplishment in college. Journal of Educational Psychology, 1967, 58, 343-355.
- Richards, J. M., Rand, L. P., & Rand, L. M. Regional differences in junior colleges. ACT research reports. Iowa City: American College Testing Program, 1965.

APPENDIX A

Washington Pre-College Testing Program
University of Washington
Seattle, Washington 98105

1968 COMMUNITY COLLEGE SURVEY

Because you are studying at one of Washington's community colleges we are asking for your cooperation. We would very much appreciate your answering the following questions regarding your education and employment. Our community colleges are concerned about better meeting the needs of students and believe it is important to know more about students' school experiences than simply the grades they make. By expressing the way you feel about your education up to now and your hopes for the future you will be helping Washington's community colleges change and expand for the better.

Print your full name, sex, school you are attending, and date of birth at the top of the answer sheet. In the space above date of birth give your permanent home address including town and state. Indicate all your answers on the answer sheet by making a heavy black mark corresponding to the number of the answer which best fits you. Mark only one answer for each question. Multiple responses to any question cannot be counted and simply invalidate the item. Please answer every item by picking the alternative which fits your situation best. Return only the answer sheet in the addressed, stamped envelope enclosed. Thank you.

Bureau of Testing Project: 0366-550. May 1968.

For experimental use only. Rights reserved by author, P. W. Lunneborg

1. How far do you plan to go in college?
 - (0) some college courses but no degree
 - (1) business or specialized job training in addition to college courses but no degree
 - (2) associate degree from community college
 - (3) R.N., teaching, or other professional diploma but no bachelor's degree
 - (4) bachelor's degree
 - (5) college work after bachelor's but not another degree
 - (6) master's degree
 - (7) law degree, doctor's degree, Ph.D., Ed.D., M.D., etc.
2. Did you change your mind while in community college this past year about how much education you want? (0) no (1) yes, I probably will go longer
(2) yes, I probably will not go to college as long as I previously planned
3. What major area are you studying in college? (Pick the one that fits your studies best. Use 8 if undecided.)
 - (0) business (1) education (2) engineering (3) humanities (language, fine arts, philosophy (4) vocational or technical specialty, job training (5) social science (history, government, psychology) (6) natural science and mathematics (7) nursing (8) I am undecided and have no major.
4. Has your choice of a major changed this past year? (0) no, I was undecided and still am (1) no, I still intend to study the same major
(2) yes, I was undecided but now I know what my major is
(3) yes, I have changed from one major to another
(4) yes, I had decided on a major but now I am uncertain what it will be
5. Which is the best description of your studies this past year at community college? (Pick one only.)
 - (0) vocational-technical (1) general (2) business (3) academic
6. Are you now enrolled in college? (0) no (1) yes, 1 to 10 hours credit
(2) yes, 11 or more hours credit
7. Up to the present time how many hours of college credit have you acquired?
 - (0) 15 or less hours (1) between 16 and 30 hours (2) over 30 hours
8. Do you plan to get an associate of arts degree? (0) no (1) yes
9. Do you plan to complete an occupational or vocational training program?
 - (0) no (1) yes
10. Have you decided to transfer to another college after this school year?
 - (0) no (1) yes, but I had decided to do it before this year
 - (2) yes, and I made my decision to transfer during this year at community college

11. How satisfied are you with your studies and progress at community college?
 (1) very satisfied (1) fairly well satisfied (2) not too satisfied
 (3) very disappointed and dissatisfied
12. How much have you applied yourself and worked at your studies this past year?
 (0) haven't applied myself at all
 (1) put forth a minimum of effort (2) studied fairly hard
 (3) studied very hard
13. How good do you feel your present community college is? (0) bad
 (1) just adequate (2) fairly good (3) very good
14. Which one most applies to your present community college? (Remember, multiple answers cannot be counted.)
- | | |
|------------------------------------|---|
| (0) great pressure for high grades | (5) students treated like numbers in book |
| (1) little school spirit | (6) faculty not as good as they should be |
| (2) no chance for individuality | (7) students not very bright |
| (3) not much to do except study | (8) expressing ideals in action discouraged |
| (4) athletics overemphasized | (9) childish rules and regulations |
15. Pick the one best description of your present community college. (Multiple responses invalidate an item.)
- (0) large enrollment and varied curriculum
 - (1) inexpensive to attend
 - (2) privately or religiously controlled
 - (3) emphasizes transferring and continuing one's education
 - (4) emphasizes a liberal arts education
 - (5) open-door admissions and impersonal atmosphere
 - (6) older school with traditions and residential student body
 - (7) students in technical programs
 - (8) even balance of male and female students
16. Which is the best description of the college where you have decided to transfer? (Only select one answer and if you are not going to transfer or are undecided, use space 9.)
- (0) large enrollment and varied curriculum
 - (1) inexpensive to attend
 - (2) privately or religiously controlled
 - (3) emphasizes transferring and continuing one's education
 - (4) emphasizes a liberal arts education
 - (5) open-door admissions and impersonal atmosphere
 - (6) older school with traditions and residential student body
 - (7) many students in technical programs
 - (8) even balance of male and female students
 - (9) not going to transfer or undecided

17. If you had been absolutely free to choose where you went this past year, would you have picked the community college you are attending? (0) no
(1) yes
18. Rate in terms of changing your career plans this past year: Discussions with faculty members
(0) very important (1) fairly important (2) unimportant
19. Rate in terms of changing your career plans this past year: Courses which helped me decide what I want to do
(0) very important (1) fairly important (2) unimportant
20. Rate in terms of changing your career plans this past year: Courses which helped me decide what I do not want to do
(0) very important (1) fairly important (2) unimportant
21. Rate in terms of changing your career plans this past year: Pre-College or vocational test results
(0) very important (1) fairly important (2) unimportant
22. Rate in terms of changing your career plans this past year: Work experiences during college
(0) very important (1) fairly important (2) unimportant
23. How are you currently employed? Give the one answer which fits you best.
(0) unemployed
(1) part time work of type I will probably do all my life
(2) part time work which will probably not be my career field
(3) full time at job I expect to be my long run career field
(4) full time work which will probably not be my life's work
24. How useful is your community college course work in preparing you for your current employment? Pick the best answer for you.
(0) very useful
(1) fairly useful
(2) not useful
(3) I am not employed but feel my courses will be useful for future employment
(4) I am not employed and feel my community college courses are of no use in preparing me for a job

25. Which one of the following four philosophies best expresses your own attitude towards higher education? Select only one.
- (0) Basically education should involve commitment to a particular field of study and training for an occupation.
 - (1) Of most importance are serious involvement in courses and the pursuit of knowledge for its own sake.
 - (2) Besides occupational training or a liberal education, an important part of school is life outside the classroom. Extra-curricular activities, friendships, and school traditions are also important to higher education.
 - (3) Education should be a search for basic values and meaning in life. One should be involved with ideas and art forms both in school and out, and be concerned with one's personal identity.
26. Consider the above four educational philosophies again in terms of the students around you at your current community college. Which is the most common philosophy held by students there -- 0, 1, 2, or 3?
27. Pick the one best description of the atmosphere at your community college.
- (0) warm, friendly (1) up-to-date (2) relaxed (3) practical,
business-like (4) helpful (5) colorful (6) realistic (7) intel-
lectual (8) competitive (9) optimistic
28. What is the primary focus of your father's occupation? Select only one,
- (0) service: attending to the needs and welfare of others through guidance, domestic, personal or protective services
 - (1) business contact: face-to-face personal persuasion to sell commodities, services, investments
 - (2) organization: managerial, ownership, or white collar job in business, industry, or government
 - (3) technology: concerned with production, maintenance, and transportation of commodities and utilities; includes engineering, communication, crafts, machine trades
 - (4) outdoor: agriculture, fishery, forestry, mining, and kindred occupations
 - (5) sciences: research in all fields, mathematicians, doctors, college teachers in science, nurses, dentists, veterinarians, weather observers, etc.
 - (6) general cultural: occupation in education, journalism, law, ministry, linguistics; includes all elementary and high school teachers
 - (7) arts and entertainment: uses special skills in creative arts, entertainment, or sports
29. Using the above eight categories, which is the primary focus of your choice of career? (Again pick only one response. Use 8 if undecided. For those who will primarily be housewives, select the focus of work you would do secondarily.)

30. Have your career plans changed this past year while in community college?

- (0) no, I still am undecided on a career
- (1) no, I still intend to pursue the same career
- (2) yes, I was undecided but now I have chosen a career
- (3) yes, I have given up my plans for one career and chosen another
- (4) yes, I gave up my plans for a career and now am undecided what to do

Below are a number of statements made by students who were satisfied starting college at a community college. Please indicate whether each statement is

(1) true for you (or you agree with it) or

(0) not true for you (or you disagree)

31. I enjoyed the more personal atmosphere and lack of competition.

(0) false (1) true

32. I preferred small classes. (0) false (1) true

33. I needed better grades than I could get at a four-year school.

(0) false (1) true

34. It taught me good study habits. (0) false (1) true

35. The instructors were more concerned than at other schools with being good teachers. (0) false (1) true

36. Most of my courses will really help me on the job. (0) false (1) true

37. It prepared me well for entrance to a four-year school. (0) false (1) true

38. Community colleges introduce a good general sampling of courses having to do with many areas of interest (0) false (1) true

39. I liked the close association between instructors and students. (0) false (1) true

40. I met several extraordinary (great) instructors. (1) false (1) true

CHECK TO MAKE SURE YOU JUST REACHED THE BOTTOM OF THE FIRST COLUMN OF THE ANSWER SHEET.

41. It gave me a new outlook on life. (0) false (1) true
42. The courses at community college help one decide what to do: attend a four-year school or obtain technical training. (0) false (1) true
43. I met some good friends there (0) false (1) true
44. Understanding the material was emphasized more than grades. (0) false (1) true
45. I liked it because it was inexpensive (0) false (1) true
46. It taught me to grow up and made me learn what life is all about. (0) false (1) true
47. Having gone to community college makes it a lot easier to get a job. (0) false (1) true
48. I liked going there because it was close to home. (0) false (1) true
49. The instructors were well informed and could relate well. (0) false (1) true
50. I needed a place to adjust to further college study. (0) false (1) true

Below are a number of statements made by students who were dissatisfied and unhappy starting college at a community college. Please indicate whether each statement is (1) true for you (or you agree with it) or (0) not true for you (or you disagree)

51. The instructors were poor quality and class work standards too low. (0) false (1) true
52. There were no advanced courses in my field of interest. (0) false (1) true
53. I will not be able to transfer many credits to a four-year school (0) false (1) true
54. The counseling staff was poor. (0) false (1) true
55. There were too many cliques and select groups in the student body. (0) false (1) true
56. There was too much emphasis on daily assignments rather than general knowledge (0) false (1) true
57. The courses were too elementary and should have gone into greater depth. (0) false (1) true
58. My community college really lacked school spirit. (0) false (1) true

59. There was practically no social life. (0) false (1) true
60. I felt I was pushed too fast in my studies. (0) false (1) true
61. There was lack of real competition in some courses. (0) false (1) true
62. Subjects needed as prerequisites for courses in four-year schools were inadequate. (0) false (1) true
63. It was too much like high school. (0) false (1) true
64. Grades based more on memorization than on actual learning. (0) false (1) true
65. I only went there because I could not afford a better school. (0) false (1) true
66. I thought it unnecessary to have to take so many unrelated subjects (art, music, etc.). (0) false (1) true
67. My college tended to maintain some older instructors who could not "reach" students. (0) false (1) true
68. I disliked the nonacademic attitude of the student body. (0) false (1) true
69. Counseling and advising for students planning to transfer was inadequate. (0) false (1) true
70. My choice of courses was often not granted and I had to take courses which had no meaning for me. (0) false (1) true

MAKE SURE YOU HAVE JUST MARKED YOUR ANSWER TO ITEM 70, THE LAST ITEM ON THE ANSWER SHEET.

You have now completed the questionnaire. Please be sure you have supplied at the top of the answer sheet your permanent home address (or the name and address of someone who will know where you are or could forward a letter to you). We would like to keep in touch. Just return the answer sheet in the enclosed, stamped envelope. Thank you.